Whale Branch Elementary

15 Stuart Point Road
Seabrook, SC 29940

Grades	PK-4 Elementary School	
Enrollment	282 Students	
Principal	Don Doggett	843-466-1000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**Below Average**
2008	At-Risk	Good
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

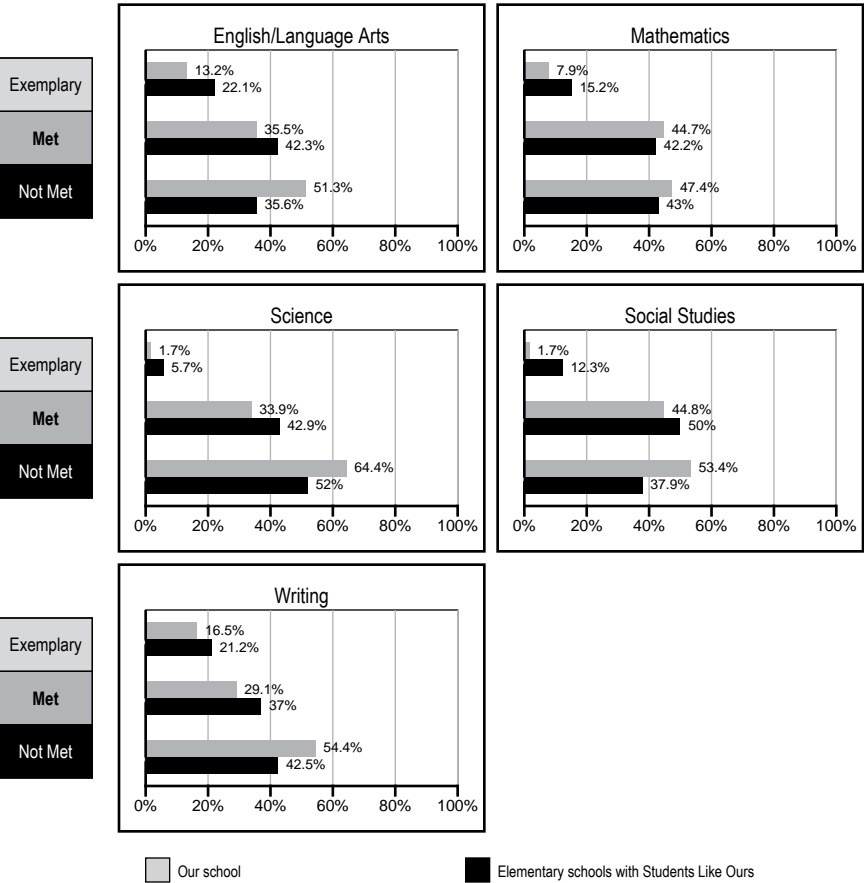Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	13.2%	22.1%
Met	35.5%	42.3%
Not Met	51.3%	35.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	7.9%	15.2%
Met	44.7%	42.2%
Not Met	47.4%	43%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	1.7%	5.7%
Met	33.9%	42.9%
Not Met	64.4%	52%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	1.7%	12.3%
Met	44.8%	50%
Not Met	53.4%	37.9%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	16.5%	21.2%
Met	29.1%	37%
Not Met	54.4%	42.5%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=282)				
First graders who attended full-day kindergarten	100.0%	Up from 73.2%	100.0%	100.0%
Retention rate	1.2%	Down from 2.5%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.4%	Down from 10.3%	3.3%	10.0%
With disabilities other than speech	9.5%	Down from 10.7%	7.5%	7.7%
Older than usual for grade	0.5%	Down from 1.5%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Up from 54.8%	57.1%	59.4%
Continuing contract teachers	69.0%	Down from 87.1%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	70.0%	Down from 79.4%	82.0%	85.9%
Teacher attendance rate	93.7%	Up from 89.8%	95.2%	95.1%
Average teacher salary*	$48,838	Up 0.9%	$45,725	$47,149
Professional development days/teacher	17.3 days	Up from 12.8 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.4%	Up from 83.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,867	Down 9.1%	$8,624	$7,458
Percent of expenditures for instruction**	73.1%	Up from 71.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	58.4%	Down from 67.4%	62.0%	63.2%

*　Includes current year teachers contracted for 185 or more days.

**　Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Another school year has drawn to a close. We have seen some changes this year as we became a Pre-K-4 school. The programs and activities that were offered to support the academic program were widely attended by our students. The staff and parents focused on providing the very best programming for all of our students. The Weekly Professional Development Cluster Meetings, year-round calendar, Extended Learning Time, and celebrations for academic achievement all served to promote our school mission and goals.

All students were involved in community service projects during 2008-09, learning about the importance of citizenship and contributing to the community at large. With the support of the Kiwanis Club we were able to continue our K-kids program that supports these school wide service efforts. In addition, Whale Branch was the recipient of the Fresh Fruit and Vegetables grant. This enabled students to taste new fruits and vegetables. Students were also involved in learning about nutrition and exercise.

This year our school partnered with Whale Branch Middle School and James J. Davis Elementary to implement Family Nights. All parents and students were involved in activities to support literacy, science, technology, and math. The school continued to enjoy grant funding for an after-school program for students requiring additional academic assistance. Our Extended Learning Time programs included intense small-group instruction with reading, writing, and math. Students involved in Extended Learning Time were involved with sweet grass basket making with a teaching artist.

The teacher and parent members of the School Improvement Council engaged in the development of our Focus School Renewal Plan, which focused on raising academic achievement. Strategies were planned and implemented to increase academic achievement in ELA, Math, and Science. Our Gifted and Talented teacher worked with students in third and fourth grade who were identified as being close to Proficient and Advanced on PACT testing. In addition, students in third and fourth grade were involved in hands-on science and social studies labs.

Services in the Early Childhood Development Center were ongoing throughout the year in the respective day care centers. Students and parents in Pre-Kindergarten, Kindergarten, and first grade were involved in Kids Club. Students received books through Reading Is Fundamental (RIF) and parents received tips on how to work and read with their children at home. Whale Branch Elementary School continued with professional development in 6-Traits writing, Everyday Math, and Rigby Literacy.

Changes will be seen again in 2009-10 as we merge with James J. Davis Elementary School and become a grade 1-4 school. Our PreK and Kindergarten students will attend the Early Childhood Development Center at James J. Davis. We believe these changes will continue to improve student academic achievement.

Mark Mansell, Principal
Dr. Al Hall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	45	19
Percent satisfied with learning environment	75.0%	77.3%	77.8%
Percent satisfied with social and physical environment	100.0%	86.7%	84.2%
Percent satisfied with school-home relations	63.2%	77.3%	89.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	91	100	51.3	35.5	13.2	65.8	81.8	82.8	Yes	Yes
Gender										
Male	40	100	60	31.4	8.6	54.3	78.2	79.3	N/A	N/A
Female	51	100	43.9	39	17.1	75.6	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	29.4	52.9	17.6	82.4	92.4	89.5	I/S	I/S
African American	68	100	57.9	29.8	12.3	61.4	71.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	30.8	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	78	100	51.5	34.8	13.6	63.6	73.3	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	91	100	47.4	44.7	7.9	59.2	77.3	78.9	Yes	Yes
Gender										
Male	40	100	51.4	37.1	11.4	51.4	75.8	77	N/A	N/A
Female	51	100	43.9	51.2	4.9	65.9	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	20	100	11.8	70.6	17.6	88.2	89.8	87.2	I/S	I/S
African American	68	100	57.9	36.8	5.3	50.9	62.7	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	30.8	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	78	100	48.5	42.4	9.1	59.1	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	70	100	64.4	33.9	1.7	35.6	66.1	67.5
Gender								
Male	31	100	66.7	29.6	3.7	33.3	66.1	67
Female	39	100	N/AV	N/AV	N/AV	37.5	66.1	68
Racial/Ethnic Group								
White	15	100	25	66.7	8.3	75	82.9	79.5
African American	53	100	N/AV	N/AV	N/AV	23.9	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsized meals	60	100	67.3	30.8	1.9	32.7	51.8	55.1
Social Studies								
All Students	70	100	53.4	44.8	1.7	46.6	70.3	72.3
Gender								
Male	33	100	50	46.4	3.6	50	70	71.5
Female	37	100	N/AV	N/AV	N/AV	43.3	70.6	73.2
Racial/Ethnic Group								
White	17	100	21.4	71.4	7.1	78.6	82.6	80.7
African American	51	100	N/AV	N/AV	N/AV	35.7	58.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	27.3	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsized meals	58	100	58.3	39.6	2.1	41.7	58.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

Writing

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
All Students	92	100	54.4	29.1	16.5	45.6	68.6	70.2	95.7	96.4
Gender										
Male	44	100	63.2	23.7	13.2	36.8	61.3	63.2	95.8	96.3
Female	48	100	46.3	34.1	19.5	53.7	76.2	77.5	95.5	96.6
Racial/Ethnic Group										
White	20	100	44.4	27.8	27.8	55.6	82.7	79.1	94.3	96.4
Africian American	69	100	55.9	30.5	13.6	44.1	54.5	57.6	96.1	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	86.2	98.2	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.4	62.6	95.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	15.4	23.8	26.1	95.3	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	53.1	61.2	96.8	96.6
Socio-Economic Status										
Subsized meals	80	100	53.6	30.4	15.9	46.4	55.9	58.9	95.6	96.1

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PASS Performance By Grade Level

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	100	45.7	31.4	22.9	54.3
	4	49	100	56.1	39	4.9	43.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	100	42.9	45.7	11.4	57.1
	4	49	100	51.2	43.9	4.9	48.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	55.6	38.9	5.6	44.4
	4	49	100	N/AV	N/AV	N/AV	31.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	21	100	47.1	47.1	5.9	52.9
	4	49	100	N/AV	N/AV	N/AV	43.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	44	100	45.9	29.7	24.3	54.1
	4	48	100	61.9	28.6	9.5	38.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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